**Developmental Errors & Severity Rating Scale**

There is a developmental sequence to speech sounds. Some sounds are learned very early on, and other sounds do not completely develop until age 7 - 8. There is a wide range of what is considered “typical”. In Kindergarten, errors on the sounds below are considered normal or typically developing. You should not worry about referring for these errors. You CAN still be a good speech model by using and teaching these sounds, as well as the letters that represent them in spelling. Emphasize these sounds by making them a little longer and a little louder in your speech. Try some of the modeling, coaching, and cueing strategies provided below while you collect data with your word list (described below). Bear in mind that these sounds may not be appropriate for phonological awareness tasks such as segmenting, blending, and identifying initial or final sounds.

**Developmentally Appropriate Sound Errors for Kindergarten**

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| --- | --- | --- |
| **Speech Sound/**  **Error Pattern** | **Description** | **Example** |
| /l/ | Substituting /w/ or /y/ | “ye**y**ow” for “ye**ll**ow”, “**w**ike” for “**l**ike”, “k**w**as” for “c**l**ass” |
| /r/ | Substituting /w/ or a vowel sound | “**w**ed” for “**r**ed”, “c**oy**” for “ca**r**”, “g**w**een” for “g**r**een” |
| “th” | Substituing /f, d, p, s/ | “**d**at” for “**th**at”, “**f**ing” for “**th**ing” |
| “sh” | Substituting /s/, /ts/ | “**s**ip” for “**sh**ip”, “**ts**eep” for “**sh**eep” |
| “dg” | Substituting /d/, /dz/ | “**d**ump” for “**j**ump”, “**dz**ack” for “**j**ack” |
| “ch” | Substituting /s/, /ts/, “sh” | “**s**air” for “**ch**air”, “**sh**uck” for “**ch**uck” |
| “ng” | Substituting /n/ | “Fishi**n**” for “fishi**ng**”, “runni**n**” for “runni**ng**” |
| “Soft g” |  | “**g**enre”, “gara**g**e” |

**Inappropriate Sound Errors for Kindergarten**

The following error patterns should be addressed by an SLP. Errors on any sounds not mentioned in these two lists should be considered inappropriate sound errors.

|  |  |  |
| --- | --- | --- |
| **Speech Sound/**  **Error Pattern** | **Description** | **Example** |
| *Consonant Deletion* | Deleting or missing consonants (especially final consonants) | “ca” for “ca**t**”, “tru” for “tru**ck**” |
| *Cluster Reductions* | Only pronouncing one sound of a consonant blend | “poon” for “**sp**oon” |
| *Syllable Reductions* | Frequent and consistent syllable reductions for common multi-syllable words | “nana” for “banana”, “copter” for “helicopter” |
| */k, g/ (Fronting)* | A sound normally produced at the back of the mouth is produced in the front of the mouth. | “**t**at” for “**c**at”, “do**d**” for “do**g**” |
| /f,v,s,z,m,n/, “sh”, “th” (Stopping) | A consistent pattern of producing short sounds (stops) in the place of long sounds. \* | “**b**an” for “**v**an”, “**p**an” for “**f**an”, “tun” for “sun” |
| /s, z/ | Most errors on /s, z/ are attributable to a frontal lisp. You may also notice a lateral lisp. \*\* | “**th**un” or “**sh**un” for “**s**un”, “**th**ip” for “**z**ip” |

\* (Note that errors on ONLY “sh” and “th” are ok as these are later developing sounds)

\*\* (/s, z/ are often later developing sounds but there are strategies an SLP can provide to

remediate a lisp. Consult your SLP for lisps).

Some articulation errors are developmental. Below is a chart that provides the sounds and grades at which the average child should be able to correctly produce some common sound errors. Please indicate which sounds your student appears to be struggling with.

|  |  |  |
| --- | --- | --- |
| **Grade** | **Sound** | **Example** |
| Kindergarten | |  | | --- | | K,G | | S-blends  S substitutions | | F | | Y | | |  | | --- | | The girl kicked the can. | | “nake” for Snake”, “tar” for “star” | | I tee the tun (for I see the sun)  Get the fish off the floor. | | Yes, the yogurt is yummy. | |
| Gr. 1/  Gr. 1.5 | |  | | --- | | L | | R initial | | R (vocalic) | | S, Z | | Sh, Ch, J | | | |  | | --- | | Let's play with the ball. | | Ron ran a really long race. | | The large bird flew over the car. | | Sally sees Zack at the store. | | She went to church in June with Jim. | |
| Gr. 3 | Th | I think that dog needs a bath. |

**Sounds in Error:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Rating Scale** | **Criteria** | **Description** |
| 1 | Developmental or Not-Developmental stimulable at sound, word, and sentence level. | No concerns |
| 2 | Developmental Sound Errors (Stimulable at sound or word level) | At Risk |
| 3 | One Non - Developmental sound (Stimulable at sound/ word level) or  Multiple Developmental Sound Errors (Not Stimulable) | At Risk |
| 4 | Multiple Non developmental Errors (Stimulable) | Refer |
| 5 | Non- Developmental error.  - Non stimulable at sound or word level | Refer |

**Severity Rating/Action: \_\_\_\_\_\_\_\_\_\_\_**

Define – Response for At Risk

Define - stimulability